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as we go to press . . .

We have torn up our first attempt at this foreword, written in an off mood while the printer still held back his proofs and we had half forgotten what this March issue would contain. Yes, we were nervous and worried, just the way we all feel when we have ordered new wall paper or a new suit and it has not been delivered.

It was only when the proofs arrived and our memory was refreshed by the actual materials gathered for this issue, that our barometer went up and we decided educators are on their toes, ready to swap ideas through the JOURNAL, and determined to keep faith with the people and the people's children.

March seems a proper month for leading off the magazine with allusions to the weather. That weather bureau on the roof of Malden High School must have a lively time keeping tabs on March. More baffling than the weather is the human mind. Latest to arrive among mind specialists is the child psychiatrist. Dr. Santayana tells you all about him. Another writer gives you a realistic view of teacher recruiting. Then there are the Answer Swappers, one of whom shows how classrooms can handle the atom bomb—safely and sanely. An article on Elementary School Councils takes the position that social responsibility may well be practiced early.

Struggling as we do ourselves to make captivating and at the same time truthful headlines, we heartily approve Mr. Treanor's recommendation "Teach the Title, Too," and we hope his hints and examples will be taken seriously by a lot of people we know.

But wait a minute. We almost forgot to mention what is perhaps the most inspiring piece in this entire issue. It's a letter from Scotland, and it will pop out at you just before you get to the News Digest.

If all this enthusiasm has been wasted, if when you read the following pages, you find yourself thinking you could write something better than this or that—just oil up your rusty, trusty tyepwriter and remember our address: 8 Beacon Street, Boston 8, Massachusetts.

Your Textbook Reporter

Reporting to Parents

Few writers on education are more frequently quoted than Dr. Ruth Strang. She has written many books and articles which are packed with progressive ideas presented with moderation and good sense. Her latest offering *Reporting to Parents,* sticks closely to its title, refusing to be diverted into a discussion of promotions.

Old and new practices in reporting are described and many sample forms are shown. The trend toward emphasizing other aspects of a child's development than the merely scholastic is brought out. A good point is made of letting parents share in deciding the sort of reporting they desire. Getting the child to do some self appraisal is also suggested. Interviews with children and parents are recommended, but these are impossible, the author declares, if classes are too large and no special time allowance given to teachers. Valuable suggestions are given for the school's own records. In some instances or some schools, two types of report may be needed: one dealing with intellectual achievement in comparison with others; the second report covering the child's growth in physical, scholarly, social and emotional phases.

This is a concise volume, full of practical hints, never forgetting the purpose of the report—to further the wise guidance and best development of the child.

REPORTING TO PARENTS. Ruth Strang. Bureau of Publications, Teacher's College, New York. $1.50

Fronteras

You must get the student into the mood before he will learn the tenses. Such seems to have been the unexpressed conviction of the author responsible for *Fronteras* a first year book of Spanish. First the student discovers, from a story carefully strewn with cognates, that a good deal of Spanish can be guessed from English. That first story tells about the Pan-American Highway. Others tell of Spanish traces in the United States; of Mexico, Central America, the Island Americas, and of South America. Pronunciation, vocabularly and grammar are introduced gradually. Instead of diving into deep water, one wades in gingerly. But this is not the whole secret of the author's strategy. All the time there are things to do, dialogs in skeleton form, menus to be decoded, money order blanks to fill out, maps to read, songs, playlets, everything you could think of to give the learner practice, facility, encouragement, familiarity almost like that which comes from living in a land where one hears only Spanish and must get into the swing of it or be lonesome.

The scheme of the book has required it to be rather larger and heavier than most first-year language manuals. But language made real and close to you may stick better and longer than one in more concentrated but less sugar coated doses.

FRONTERAS. Doris K. Arjona. Scott, Foresman and Company, Chicago. $2.48

Refresher Arithmetic

When in the course of the 7th grade or later it becomes necessary to take one's arithmetic seriously, one requires a review text, compact, businesslike and practical, providing inventories, remedial exercises, maintenance material and all the apparatus tending to fix the fundamental processes. But skills without something to apply them to are like a Christmas sled in Mexico. So the re-learner must have problems, problems he will meet hereafter if not now.

And bless my soul if here isn't a book, fresh as a daisy in its new edition, bearing the label *Refresher Arithmetic,* by Edwin I. Stein. Its front part devotes 205 pages to oiling the calculator cogs supposed to be in every one's head. Not one bearing from addition to decimals and percentages has been overlooked. Now we are ready for Part Two, the applications. We get out our rulers and our yardsticks, our weights and bushel baskets, our coal bins, airplanes, tax blanks, bank books, budgets, shopkeepers and an amazing lot of things, and we solve one problem after another until there isn't much left we haven't figured out at least once, the Stein book assisting just enough with models and directions. Refreshed falls far short of what we shall be when all is done. We shall really possess the mathematical prowess we can use in so many different situations when we are in our teens, our twenties or elsewhere up to a hundred.

The present revision includes considerable informal geometry, plane and solid and leans more to peaceful pursuits and less to projectiles than did the wartime math books.

But the book is loaded anyway—with sound arithmetic.

REFRESHER ARITHMETIC. Edwin I. Stein. Allyn and Bacon, Boston.

H-H-S Readers

Health, Happiness and Success are the goals of a new set of readers for for primary gradesters. Beginning with a book that is almost all pictures at first, then introduces sentences, the series proceeds to interest the child in habits of cleanliness, proper food, safety and consideration of others on the playground—in short a great many of those precautionary and ethical rules that children need to learn if they are to live long and prosper. The illustrations are in full color and well executed. The experiences broaden to match the probable situations of the growing youngster, as he visits a zoo, owns pet animals, and does other things. Each book concludes with suggestions for the teacher on what points to emphasize, where to open the portals to discussion and in general how to insure the wholesome results intended by the authors. For our own part, we have resolved to change our shoes and stockings after wading in wet gutters and not to poke bonfires with sticks to make the sparks fly. Thus you will see how these little readers promote right thinking.

AWAKE AND AWAY, GROWING DAY BY DAY, KEEPING FIT FOR FUN. Lyons and Carnahan, Chicago

Creative and Mental Growth

Art teachers must have noted that the successive stages of a child's mental development are reflected in his creative work. The infant does meaningless scribbling. Later he uses color, but any color that suits his fancy. So it goes and so he grows. We now have a textbook that treats these psychological matters in parallel with artistic expression. It is *Creative and Mental Growth* by Professor Lowenfeld of Pennsylvania State College. This book undertakes to give the art teacher who

may not know children by intuition those unfolding patterns of juvenile mentality he should comprehend if he is to apply the right stimulus at the right time, and if his pupils are to gain through their creative efforts a corresponding advancement in personality and character. The book contains many illustrative samples, chosen not for aesthetic excellence but for what they tell of the minds that made them. A final chapter deals with abnormalities, especially the creative work of the handicapped, with suggestions for turning such work to good account in adjusting the lives of handicapped persons.

Teachers of art who believe one must know the child to teach the child will gather fresh strength from this treatise, inter-weaving art and psychology as it does in scholarly fashion.

CREATIVE AND MENTAL GROWTH Viktor Lowenfeld. The Macmillan Company, New York. $4.50

Language for Daily Use

Modern education has awakened to the importance of the "Why?" that children at a certain age ask incessantly. Today's teacher not only tries to answer as many why's as possible, but to suggest the *why* of each new step the child is about to take in learning. The label we stick on this sort of teaching is "functional."

A group of English texts that consistently employs this method of stating the why before the what, is *Language for Daily Use.* Books for grades 3 to 6 have been examined, and if we were giving them a mark it would be the kind that parents gloat over. To introduce the rules and principles of English grammar in such a way that children really see some rhyme or reason to the stuff is quite a feat. Of course there is much more to a language series than this one point. So vast an amount of guidance must be given, so much groundwork covered and covered again, the enterprise is one of organization and orderly arrangement. You can go only so far with motivation—What is sauce for the sixth grade is not sauce for the third. Besides, the authors have to cut down on the old Olympus of theme writing and be realistic. Letters, reports and conversations are the things you work at nowadays.. The authors of *Language for Daily Use* appear to know the interests and capacities of youngsters in 1948.

Teachers manuals and workbooks are available. On page 16 of the manual for grade three is one of the most sensible statements yet to appear on the lag between the child's natural use of sentences and his acceptance of the sentence as a grammatical concept. That statement alone does much to inspire one's confidence in the whole set of books.

LANGUAGE FOR DAILY USE, 3, 4, 5, 6. Dawson and Miller. World Book Company, Yonkers. $1.40, $1.48, $1.52, $1.56

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Adventures in Numbers

Three members of the projected six-book series, *Adventures in Numbers,* have reached this reviewing stand, and your reporter's pulse is raised more than it usually is by the parade of new arithmetics. After all arithmetic is old stuff. Can anybody hope to give it snappy uniforms and a quicker step? This takes ingenuity indeed.

Busy Beavers, Range Riders and *Straight Shooters* are the titles of Books One, Two, and Three. Colored illustrations carry out the suggestion of the title, though with restraint. The authors, by the way, are an arithmetic supervisor and a reading expert. The books are addressed to the child. Before each new number fact or operation, there is an interesting situation that shows the need. Steps are short and there are no noticeable gaps. Drills are disguished as games, races, and other inter-group contests. Beavers who fall behind have additional practice as "wall menders." Successful beavers are challenged to become "building makers." The later books employ other metaphors to fit their titles. Individual differences are thus cared for without embarassing the slow or unduly flattering the swift. The plan of each book is simple. It contains twelve units, the first and seventh of which are inventories.

The whole business of learning arithmetic takes on life and meaning. The teacher sees part of her load taken over by the pupils themselves through socializing devices. Is it possible the marchers have a brass band up front? That must have been what the authors intended. The proof of the music is in the marching. A reviewer can only tell you what greets his eyes and ears.

BUSY BEAVERS, RANGE RIDERS, STRAIGHT SHOOTERS. Osborn and Riefling. Webster Publishing Company, St. Louis. $1.69 each

Measuring and Guiding Individual Growth

The rapid growth of information about individual differences, testing techniques, and guidance methods seems to demand a comprehensive text that will cover these fields in a concrete, practical, and readable way. *Measuring and Guiding Individual Growth* is such a book.

Written in the form of lively discussions among school people, this attractive text deals with professional problems in situations where they naturally arise. Mrs. Grant, the PTA president, and Miss Keen, the teacher, confer on mental hygiene in an actual elementary school, with Joseph, Frederick and Dorothy nearby as living illustrations for their talk.

Part one of the book treats individual differences and ways in which teachers have helped pupils as persons. Part two, dealing with measurement, presents various types of tests and tells how to use them at different grade levels. Part three explains the setting up of an effective guidance program.

Teachers at all levels should find this book both enjoyable and useful.

MEASURING AND GUIDING INDIVIDUAL GROWTH. Haefner and Wood. Silver Burdett Company, New York. $4.60

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Editorials

Forced Growth for Teachers

The bigger the system, the more it must have rules and regulations to keep it running smoothly. The City and State of New York offer conspicuous illustrations. The City's Board of Education wants its teachers to stay awake and grow. It also wants them to get credits, the sort of credits for advanced study that will enable them to draw higher pay at the expense of the State. The City accordingly operates a wide variety of classes or workshops for teachers, and it proudly announces that over ten thousand of its teachers are now pursuing these courses. The average workshop consumes two hours a week for fifteen weeks.

At the same time we learn from a more or less official investigation of the New York City schools that classes throughout the system are becoming larger, buildings more run down and obsolete. In other words, the working conditions of the teacher—and of the pupils as well—are getting more difficult. while in order to earn more pay the teacher must buckle down to studies of his own.

Maybe it looks good on paper but it doesn't sound quite humane. And it isn't humane, if it fails to consider the health and nervous energy of the teacher, if it fails to accomplish what is wanted for the children.

Smaller cities and towns differ widely in their schemes for prodding teachers into professional study. Some places overdo this business. Other places lean the other way and underdo it. We know of teachers that simply go to seed for want of new ideas. They mistake the whispering in the back seats for events of worldshaking import. They have their cars greased and engines purring five minutes before school is out. They wouldn't work for a school system that made them study or take courses or do anything outside the classroom.

Between the two extremes, there must be a happy medium somewhere. If personal and professional growth is really what is wanted, and not simply the semblance of these things, possibly the solution is to be found in individual consideration of each teacher's case on its merits. One teacher needs greater mastery of her subject. Another needs intellectual stimulus outside his field. Still another needs to be let alone, to rest, to read, to play or whatever he chooses, so long is it returns him to his work refreshed.

Strangely enough, the New York City program does inject this sort of guidance—how much we do not know—into its patent remedy for professional malnutrition.

Half a World

Bring out the red or blue pencil—whichever is not worn out with critical markings, and draw a circle around April 14. This will be Pan American Day. The Pan American Union, founded on that date in 1890, has generously lent its birthday to the good cause of promoting hemispheric understanding and solidarity.

The Pan American Union has been a constant encourager of all forward movements for introducing the American nations to one another. The Union has been behind many of the conferences, treaties and other arrangements that provide a working basis for commerce in products and ideas among all these neighbors.

The suggested slogan for Pan-American Day is, "The Americas Must Serve Mankind." This is a noble ambition. If parts of the world are skeptical or do not want to be served by a regional group of nations, they can hardly escape envying the Americas their high degree of success in getting along together with a minimum of armed conflict.

The fifty-eight years since the Pan American Union was organized has seen the United States retire from its patronizing or bullying attitude, to become a trusted friend, one among many equally sovereign republics.

Let us go on improving relations on this side of the world—meanwhile praying that the spirit may spread throughout the planet.

Program materials for Pan American Day may be procured by addressing Pan American Union, Department of Information, Washington 6, D. C. Better write on office stationery so they will know who you are.

Verbal Dynamics

Certain words, it seems, are equal to a punch on the nose. The assertion is credited to one Joseph G. Brin. a professor of semantics, whereabouts not given in the news story. Many nervous systems, Dr. Brin points out, are allergic to the words *pain, hunger,*

dirt, and *death*. The term *cold war* is doubly upsetting, since each of its elements is distasteful. The professor adds this further list of shockers: *fear*, *speed*, *force*, *success* and *failure*.

He observes that *democracy* is also unpleasant because, like *success* and *failure*, it is too abstract and ill defined to be easy on the nerves.

All of us are aware that many words carry with them some subtle undercurrent that causes people to like or dislike them. Words connote as well as denote. The skilled orator, advertising man or propagandist is forever choosing words that stir the emotions one way or the other, not by what they actually say but what the hearer subconsciously thinks when he hears them.

Frequently, of course, the scheming verbalist misses the mark, because he cannot accurately predict how any given individual will react to any given word. Consider the names bestowed on innocent babies, for example—how few of them you would have picked, merely because you are you.

For our own part we wish the professor had struck out even more strongly than he did against the indiscriminate use of *success*, *failure*, and *democracy*. Youngsters in school have heard these words so often and with so many different meanings that their effect may be quite the opposite of what is intended. Those youngsters might easily find a number of oldsters ready to agree that foggy language gets you down—just as a punch on the nose might do.

One Iron Curtain Plenty

Thoughtful Americans are generally agreed that the iron curtain of the Soviets is a foolish device, a symbol of deception.

Yet oddly enough some Americans are so afraid of objective truth that they seek to shut off whatever facts can be learned about the Soviet system and its ideology by erecting another iron curtain before the eyes and minds of American young people. This is the real import of such proposals as the Barnes bill in Massachusetts, which would make it illegal for any school or college in the state to hire a teacher who is a communist. Admittedly the hiring of communists to teach in American classrooms at any level is dangerous business. But to write this into law is merely to show we cannot trust our educational authorities—and to indicate to those interpreting our acts to the Russian masses that we are frightened.

Behind an iron curtain of our own making, we could easily mistake the person teaching the available facts about Russia, its professions and its practices, for a Red sympathizer, hence a communist. It is difficult for must of us to distinguish red from pink, and pink from white, especially when we stand outside a classroom and see what goes on there only through the eyes of students or even more remotely.

A dozen years ago our country had an epedemic of oath laws, requiring all teachers to swear they were not communists. Now, without any evidence that these oaths are being violated, a statute with penalties is asked for. The proponents should blush for their want of faith in enlightment and free discussion. America behind its iron curtain would not be America.

Minus Infinity

A metropolitan daily that strives to enlist public interest in educational matters, recently came forward with facts about the teacher shortage which can be combined into a mathematical problem as follows:—

If 100,000 sub-standard teachers need to be replaced, and if another 100,000 extras need to be hired for increased enrolments and another 100,000 to reduce class size, how soon can this need be met when the teacher preparation schools are turning out only 50,000 graduates a year to replace the 100,000 who annually quit the school profession?

We find by simple arithmetic that the answer is on the far side of eternity.

But things don't go on that way indefinitely. Factors begin to change. Some factors change automatically. Others require artificial assistance through statesmanship and planning.

Civic organizations, states and perhaps the federal government will need to set up scholarships and similar subsidies to stimulate recruitment of educational personnel. Teachers themselves will have to take a hand, as many already do, to encourage young people of promise to enter teaching careers. Salaries in many systems will have to be advanced still further.

Meanwhile, the standards for entry into the profesion will need to be looked into. Some are too low. Others are too arbitrarily weighted in favor of dull courses such as many alert youths refuse to waste their time on.

The profession, remember, still bears the odium of those war days when many a pupil received—we wil not say "earned"—more than any of the teachers. The memory will fade in time.

The greatest problem is to make the profession attractive to just the right persons and unattractive as well as exclusive to the wrong kind.

The solutions is not in sight yet by any means. But already the dearth of fully certified teachers has been reduced appreciably.

The longest step to solving any problem has been taken when we make up our minds it can and must be solved.

XUM

A HIGH SCHOOL'S WEATHER BUREAU

ANNE F. SLATTERY
Malden High School
Malden, Massachusetts

DURING the past five years Malden High School has proven to its own satisfaction that meteorology is a worthwhile course for Senior High Schools. It is scientifically sound, timely, of practical value and cultural worth and also great fun. It enhances native intellectual curiosity and guides it into important channels. It furnishes students with a life-time hobby. The head of our science department, Mr. Robert W. Perry, addressing the students recently via the new wire-recorder said this: "Some say that the value of education is to enable the student to lead a richer and a fuller life. A great deal of this richness of life comes from a knowledge of science.

"*You* know that if it rains tomorrow, it will not be because you have planned to attend a ball game, nor because you walked under a ladder. Rather you have learned that it will be because conditions have developed within the atmosphere that invariably produce rain. Effects, you have learned, come from natural causes. Scientific knowledge is likely to produce broad understandings and an attitude of open-mindedness, to the end that science and reality may function in the place of ignorance and superstition." Thus we feel that our course in meteorology is both cultural and practical.

The Weather Bureau project was first suggested to me in 1942 by two boys, one of whom is now with the weather control in San Francisco. The other boy was with the Navy making observations at the time of the Bikini experiment. Mr. Van Thulinan of the U. S. Bureau and E. B. Rideout of the WEEI weather station gave us much valuable help.

We are especially fortunate in our physical set-up. We have a huge flat roof surrounded by a high parapet facing all points of the compass and far above the surrounding buildings. The roof leads out of two excellent class rooms, so that students can readily step from the class out to the roof to study clouds, low ceilings, windshifts, turbulence, or thunderstorms in Nature's laboratory. One of these rooms has no desks and is used as a workshop for the weather bureau. In that room we have a long table with an adjustable top, equipped with all the paraphernalia for the making of weather maps: It also houses our wind instruments, charts, helium tanks, ceiling balloons etc. It has an excellent short-wave radio with earphones so that it can be used to gather weather reports from all over the country without disturbing the classes in meteorology next door. In the workshop also are kept all the charts, raobs, graphs, etc. that the students make.

From each class of Juniors we select a Chief Meteorologist, an assistant chief, observers, recorders, a public relations man, a radio recorder, those who are to broadcast our radio program and a supervisor of instruments and equipment. These compose the Staff and this work of theirs supports our proud claim to recognition as an amateur weather station, by the U. S. Weather Bureau. Our records are complete now since 1942. The Staff members wear gold pins which will keep them in touch with each other all over the world. We have graduates wearing that pin in Guam, the Philippines, Honolulu, the Canal Zone, Yokohama, Saipan, Korea, New York, San Francisco, in the Coast Guard patrol and in lonely weather stations not far from the pole, as well as with Loran, in Canada with the R. A. F.

The Bureau is conducted by the students themselves with as little guidance as possible. Each Chief trains his successor, as do the observers, and other members of the Staff. Their duties as Staff members extend from December of one year to December of the next year.

Each year some new instrument is added through purchase by the city, or through gifts from graduates or others. We now possess all the essential instruments though we are still working for a few more. Our instrument shelter was made for us according to government specifications by our own manual training department. Our first instruments were made by students. One war-time graduating class gave us $150 with which to install a standard wind speed and direction finder and recorder. We are very proud of it. Our Trade School shop installed it for us completely under their instructor. We bought our annemometer from an old sea captain who was retiring and wanted $25 to buy a Ford car so he sold us the instrument which has made many a voyage in all kinds of weather and he has the Ford.

The workshop is by no means the whole course, however. We have 150 lessons in the science of meteorology each year. We use Sverre Pettersen's Introduction to Meteorology as a basic text. We have also two other excellent texts in aerology and weather science. We study such subjects

as evaporation, condensation, and precipitation, stability, and instability, the use of the adiabatic chart, temperature variations, structure and stratification of the atmosphere, wind systems, air masses and fronts, special storms, and weather forecasting. Each student is required to make ten weather maps during his course. Each student must take all observations once for a week. We learn to send and receive teletype messages and the five figure army type code and even the interesting if somewhat outmoded telegraph code. We furnish forecasts for any teacher or for the superintendent if he expects to fly. We have even cooperated in determining weather developments for no school sessions. We try to serve the community by entertaining boy or girl scout groups studying weather, and the Junior High clubs. The Staff itself in groups of three visit the Logan Airport and the Blue Hills Observatory. Some of our map specialists have even been permitted to observe map making at M. I. T. and a few have learned much there which they taught to their staff members. Our success is due to the wonderful cooperation we have had from the start. We make great use of balloons for observations and study aids. We have taken 500 cloud shots to aid in our study of cloud developments. In 1944, the staff stayed all night to check the hurricane. Soon we expect to go on the air ourselves with a weather broadcast at 8.15 and at 12.15 each school day over a neighboring station.

We are very glad to have visitors. We hope many of the readers of this article will actually visit us. Our head of Public Relations has specialized in his job and he loves it. We hope to see many high schools in the country accept the science of weather as a part of their core of science because we believe that high school boys and girls of today will be in the air soon. They need to understand weather. Our address is Malden High School Weather Bureau, Malden 48, Massachusetts, and we will be very happy to answer any questions from anywhere where people are interested in weather.

THE MEANING OF CHILD PSYCHIATRY

S. GEORGE SANTAYANA
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If as much attention were given to the symptoms of emotional illness in a child as to his physical and intellectual development, this article would not have to be written. Children are dynamic, not static creatures. They are going somewhere, and when they are sidetracked, then something has happened along the way. Nothing in a child's behaviour is inexplicable, although we may not know the answer to it at the time. The medical man, the psychologist, and the psychiatric social worker all play their parts in helping us to understand the child and his actions.

Direct treatment of the child's mental difficulties is a relatively new venture. Early attempts were aimed at helping the child by altering his environment. It is now the usual procedure to treat the child himself as a living, acting, feeling and *choosing* being, recognizing that the study of his personality is as important as any laboratory tests.

A specific branch of psychology, namely, child psychology, led the way to the development of child psychiatry. The layman often asks, "What is the difference between child psychology and child psychiatry?" It is, of course, the same as that between all psychology and psychiatry. Child psychology is the science which considers the behaviour of essentially normal persons up to the point where they become abnormal in their behaviour. It makes use of many of the findings gleaned from the study of abnormals, but attempts to apply these finding to normal persons in a preventive way. Child psychiatry on the other hand, is the science which studies the behaviour of abnormal persons when they have wandered so far away from normality that they are obviously unusual in some respect. This science attempts to root out behaviour abberrations and restore the patients to useful life in the community by removing the causes of their unusual behaviour.

The study of child psychiatry is essential in the training of a child psychologist because it enables him to better understand cases he encounters which are not properly within his field. Since abnormal persons are often brought to him for referral to proper sources, he must be able to recognize the amount, direction and type of their abberrations.

The problems of child psychiatry and child psychology are closely allied. "Both fields are concerned with the education of the child in traits and capacities which will enable him to meet the problems and frustrations of adult life with initiative, courage

and confidence. Psychiatry is concerned especially with the development of a personality so well adjusted to real life problems that the individual will be able to react successfully to the complex conditions he inevitably meet s as an adult."*

The psychiatrist studies children's personality and mental disorders in a practical, common sense, eclectic way. He is free from the biases of the so-called psychiatric schools, such as the "focal infection" school that rooted all mental disorders in some focal physical disturbance; the "endocrinopathist" school that endeavored to lay personality troubles solely to glandular upsets; the "Orton school" that attributed lack of psychic control to want of cerebral hemispherical dominance, and similar neurologically localizing systems (including Watson's Behaviorism) that link all human behavior with the reflex functioning of certain nerves and their excitiation, irradiation, and inhibition centers; and finally the Freudian Psycho analytic, the Adlerian (feeling of inferiority and insecurity) and the Jaensches "eidetic imaginery" schools that all and severally claimed that their contributions to psychological knowledge were the sole basis for understanding the human mind.

The psychiatrist's first principle is to treat the child as a *whole* viewing him as a mentally self integrating and adjusting unit, who because of his youthful ignorance and susceptibility, is very easily influenced to make either good or bad adjustments to his environment.

The sensible psychiatrist's first and most practical tool is his insight into the maladjusted child's complaint and his knowledge of the method of handling it. The complaint, then, is the starting and focusing point in a study of the child's personal history which will include:

1. The amount of intelligence and its use in adjusting to the environment.

2. The emotional life and habits of the young patient and their bearing on his complaint (The child's chief loves and hates, urges and drives, conflicts and complexes fall into this category).

3. The chief features of the child's environment and their direct or indirect relation to the genesis of the disorder.

Sound practical psychiatry starts with the "here and "now" of the complaint, goes back to its origin, and considers its possible projection into the future, always working in a melioristic way, i. e. using constructively whatever assets are found in the child and his environment, despite existing limitations. Finally, the complaint is diagnosed. The parents, who have been excluded from previous interviews with the child, are now brought in. Diagnosis should be given in straight-forward, untechnical terms to the patient and to the adults whose duty it is to help in working for the child's readjustment.

When such important considerations as the child's age, sex, intelligence, somatic condition, emotions and environment have been evaluated, a therapeutic analysis can be made—a simple explanation of the concrete operative factors in the child's personality maladjustment. Then the psychiatrist should tactfully outline a program for the child's readjustment as an understandable, logical and acceptable conclusion to the child's history and examination. In short, the psychiatrist will have formulated answers to the following questions as necessary steps in preparation for the actual treatment of the child:

1. To what extent is the child modifiable?

2. To what extent are the parents and their attitudes modifiable?

3. To what extent is the total situation modifiiable?

4. What are the difficulties that call for modification?

5. What are the best methods of attack?

6. What obstacles are most likely to interfere?

7. How can these obstacles be overcome?

8. What are the assets that can be used constructively?

9. How can we best assure optimal cooperation and confidence?

10. If the ideal plan cannot be carried out, what would be the next best procedure?

In answer to the first question, the psychiatrist talks to the child in his own simple language, winning his confidence and trust, disabusing him of false notions about his personality disorder, and finally, giving him faith in his ability to overcome his difficulty.

In dealing with the parents, the psychiatrist works in the most melioristic way possible to move them to do what he recommends for the child's cure, even when the correction of unhealthy child-parent relations is involved. Candid discussion of the necessity for changes in the child's education takes tact and skill. Like qualities must be displayed by the social worker, the spiritual guide of the family, or any friend who does follow-up work for the psychiatrist.

With regard to the total situation, the community minded psychiatrist, besides advocating and suporting measures for physical hygiene and community facilities for helping handicapped, feebleminded and retarded, and for providing adequate recreational media, will work with the school in order to discuss with the teachers the personal needs of his patients and child care in general. He will also cooperate with the juvenile courts in winning warped young personalities back to health adjustment. This will entail cooperation with welfare agencies in remedying bad home conditions caused by poverty, improper housing or adult unem-

*Sherman, Mendel, *Mental Hygiene and Education*, page 1.

ployment. When parents are too immoral or too psychotic, the child must be placed in a boarding home, where stable, cooperative intelligent people will take over his reeducation along lines prescribed by the psychiatrist.

In fine, the true psychiatrist must exercise constant diligence in overcoming the obstacles that lie in the path of the child's cure. When nearly insurmountable barriers block the desired procedures, he must maintain cheerful, optimistic followup contacts with the child, his family and the rest of his sociological environment. Such earnest, interested effort usually solves the old problems and rectifies many a new one at the outset. Let the psychiatrist and every conscientious psychologist be ever mindful of the practical Roman proverb *Ultra posse, nemo obligatur* (No one is obliged to go farther than he can) and he will not grow discouraged.

TEACHER RECRUITMENT TODAY

G. D. McGRATH
Director of Teacher Education
University of Illinois

AS THE cries about the teacher shortage become louder, more frequent, and more urgent, it might be well to re-evaluate our present status and assets in this all important problem. Many educators feel that the crisis is past and and that the market will be very fluid, while others believe that it will take five or ten years to catch up on demand. As is the case with most other issues, there are bright aspects and dark aspects. Among many items, the following seem to be definitely on the bright side:

1. There is rather general acceptance of the obvious need to completely renovate the traditional teacher training programs. This will encourage more trainees to enter our profession.

2. Progressive teacher training institutions, both large and small, are employing key personnel to completely revise teacher education programs. Expert consultants are assisting in much needed improvements to the extent that within a relatively short time there is promise of an entirely new teacher education program.

3. A number of excellent teacher training instiutions have made great strides and have set an enviable pace in improvement of teacher training programs. They will attract more of the higher quality individuals into the educational profession.

4. The general trend of salaries is upward, thus attracting a few more people into teaching as a life work. Concurrently, there is general improvement in the working conditions of teachers in most areas.

5. There is a noticeable movement toward increasing the number of specialized areas in the teaching profession. Just as the student of medicine may specialize in certain branches of his field, teachers are faced with many similar opportunities. These areas of specialization include such aspects as guidance, supervision, curriculum direction, testing and evaluation, and others. Greater numbers of these positions, even in smaller schools, are being created. This will attract many into the profession who wish to do a few years of general teaching before attempting the more advanced fields.

6. Many of our better primary and secondary teachers are obtaining excellent college positions and are being offered fine industrial positions in personnel or related work. This will help in the long run as many of those who would like to teach five or ten years before going into some other type of work can now see more prospects of achieving their goals.

7. Educational literature is improving. Our professional magazines carry more worthwhile materials. They make education more attractive and encourage reading of their articles by many not yet in the profession.

8. People of the community, in general, are greatly awakened to the contribution the teachers make toward local and national well-being. Many groups are carrying our banner for improved teaching conditions.

9. The press and the radio have been assisting us greatly in presenting our cause for teacher recruitment. In most respects, their efforts to help have been

sincere, valuable and whole hearted.

10. Many professional organizations have taken teacher recruitment as a prime objective of their programs. The contributions of such organizations as Phi Delta Kappa, the N. E. A., State and Local Education Associations, Schoolmaster Clubs, Administrative groups, and many others are of ines imable value.

11. Teachers are regarded as normal citizens with normal privileges more than ever before. The trend is unmistakably evident to let teachers live wholesome lives without community pressures and dictation.

12. We now know a great deal more about how best to train teachers. Methods courses have greatly improved and they assist in giving teachers a feeling of competency and a sense of well being.

13. Requirements for graduate degrees are being restudied and improved. We have had too great a hodge-podge of possibilities. The Doctor of Education degree is being studied widely with a view toward re-shaping its requirements. There are strong pressures to broaden the Doctor of Philosophy degree to meet the needs of those who seek the Doctor of Education degree. This will lessen confusion and encourage more who want to take extended graduate study to do so.

14. Modern equipment and methods are appealing to our present student bodies in high schools and colleges. Instead of souring on teaching as a result of older practices, many will want to become teachers because their experiences in the classrooms of today are more enjoyable. Better teachers are objects of hero worship and many pupils will want to be like them.

15. The hysteria of war time is subsiding and many are deciding to stay in the education profession who had tentatively planned to leave it.

There are many items on the dark side of the ledger. Among the more important ones are the following:

1. We still have far too many institutions who are lethargic or unrealistic in meeting modern requirements for teacher programs.

2. We have forever lost a great many high calibre individuals to other professions. Many would have entered teacher training if we had been prepared with a modern training program and a recruitment plan.

3. Our critical teacher shortage will probably get worse before it really gets better. Many excellent teachers are still leaving the profession. Recovery, at best, is slow.

4. The damage done to our youth in the classrooms of today which are manned by incompetent personnel is irreparable. The scars will remain with us for decades to come.

5. If we should have mass unemployment, we shall likely see thousands who should never be permitted to teach turn to teaching for a livelihood. We have very inadequate means of teacher selection and of weeding out those unsuitable.

6. As yet, we have little means of insuring the election of competent school board members. Too often, it is the result of political chicanery and unscrupulous short sighted policies which shows up in the control of our school systems.

7. We cannot hope to entirely solve the teacher shortage and fill our schools with *competent* teachers for at least ten years. There may be enough in numbers to fill the positions, but not enough well trained persons. These ten years may easily be extended to fifteen or twenty if recruitment plans fail.

8. Many instructors have been certified under emergency action and will be permitted to continue indefinitely. It will be very difficult to return to normal certification. Many school boards will want to continue on an emergency basis in order to keep the cost of education down.

9. We shall have many who will turn to education from other fields. Students who failed other goals or found their fields too crowded will look to teaching as a compromise way out. Shall we welcome them with open arms? Some would undoubtedly make good teachers.

10. Unscrupulous agencies and educators keep many likely prospects away from teaching by their unethical activities.

11. The fictitious shortage of marriageable men will leave many incompetents in the profession who hoped to abandon it after a brief period of teaching. Also many who might contribute greatly as teachers for two or three years will not enter because of the improbability of being "rescued" by marriage. They do not wish to be frozen into teaching.

There are many other factors on the dark side. We are still a long way from our goal of placing a competent teacher in every classroom. The bright side is looking better than it did, but great accomplishments in its direction are constantly needed. It behooves all educators to keep ever aware of the situation and to take inventory of progress and plans, in enhancing the bright side and eliminating the dark side of teacher recruitment.

ELEMENTARY SCHOOL COUNCILS

HELEN M. WALTERMIRE

MANY educators lament the fact that no leadership is being developed in our schools, that the discipline is unsatisfactory and that there is too little actual child participation in the making of decision. A gesture is sometimes made at forming a psuedo student government group. This new group is given a very little or no real authority and a teacher or principal dominates the meetings. Children are wiser than we think and they invariably see this weak attempt for exactly what it is. If you are going to believe in democracy, you must believe that most of the people are right most of the time. If you are going to have any successful student self government, you must be enthusiastic about it and it must be no sham front.

With the assistance of a carefully chosen teacher the Pearl St. elementary school in Reading, Mass., has set up a smoothly functioning student council, which is giving the school lessons in democracy as it produced more tangible results in planning and cooperation. A student council of one house, composed of room representatives and their officers, was decided upon. Elections were held for president, vice-president, secretary and treasurer.

The first official meeting was held in December and the first problem to be brought up by the children was that of snowballing on the playground. On many playgrounds, this is a forbidden practice, and we all know what endless trouble this rule causes after each fresh snow storm. The council discussed the problem at length and voted that snowballing should be allowed but should be governed by a definite set of rules.

Forts were to be built on both playgrounds. Teams were to be organized of equal numbers and a series of battles staged with their own rules being enforced. Children were trained to referee and the teacher on the playground became only a "court of last resort" in case of serious dispute. Their decision to allow snowballing has proven to be a wise one during a winter of record snowfalls and has solved a difficult problem satisfactorily.

So successful was this activity that the council then completed a plan for winter sports which has been carried on happily to date.

Now that the student council was operating successfully, the members decided that a formal investiture of officers should take place in the auditorium with due ceremony. The children wrote out what they believed they should pledge themselves to do in upholding the office to which they had been elected. These were reworded only enough to formalize them and to do away with repetition.

Problems always arise when student self government is being organized. There are always faculty members who believe that children given any power will exceed their authority. Adult legislators make mistakes, but for some unknown reason we seem to feel that children should not be allowed to do the same. If teacher guidance is to be acceptable to the students, it must function without reserving the veto power.

An example of this limited type of a council came to my attention recently when a boy achieved nomination for presidency of the council who did not meet with the approval of the teaching staff. The boy, while a leader, had not evidenced too much ambition in his academic work and had been known to be a source of fooling in certain classes where "discipline" was of major importance. A faculty meeting was called to determine what should be done and it was decided that the boy would be asked to withdraw his name by the principal. This he did, to the satisfaction of the teaching staff, but to the undoubted injury to the boy's self-esteem. It is hardly surprising to note that the children of this school thereupon lost whatever respect they had for the Council.

Another specific example will show how a Student Council undertook and brought to a successful conclusion a very different problem. The Student Council became conscious of a lack of courtesy among themselves and their fellows. They decided to launch a campaign to make the school courtesy conscious. They wrote announcements to be broadcast over the school loudspeakers by members of their own group and they wrote and sang on numerous occasions a courtesy song after the style of many radio plugs. On the basis of inter-room competition, they attempted to determine which room had become the most courteous. A second grade room was chosen and the children then set about evaluating the results of their campaign.

In doing this they were very conscious that they had, in stressing a rooms success, dealt unfairly with many who made great strides in other classrooms. They then thought that it would be well to reward the person in each room who was thought the most courteous.

They later made a third selection;—the person in each room who had improved the most.

This evaluation of results by the

* This project was carried on under the direction of Miss Wilber, teacher of the sixth grade, and Mr. Simonds, principal of the Pearl Street School, Reading, Mass.

council, had many desirable results. The thinking was done by the children themselves and it was to them a matter of utmost importance. Need it be said that the school became much more courtesy conscious?

It has been my experience that when elected representatives of the students meet in council and carry through plans of this kind, negations of any sort are wrong. To be sure, an understanding, devoted and capable sponsor is necessary for such a group and that sponsor should be and is a member of the faculty. Reports of Council proceedings are made by her regularly to the teachers at their weekly meetings and projects undertaken by the Council are explained in detail. As a result, enthusiasm over Council activities is evident.

The type of council should merit some consideration. Some schools operate with a two house council similar to the Congress of the United States. Others attempt to pattern their student government after the town in which they live. In either case, numerous complications are bound to arise as this kind of patterning is forced and unnatural. Our teachers believe the council machinery should be kept as simple as possible. Moreover, there is no real reason for attempting to incorporate a judicial branch of government in school as we believe that penalties should only be used as a last resort.

The organization of any form of student self government is a big forward step for any school to take. It will be successful only if handled by teachers who are able to understand and evaluate the abilities of the children and who have faith in their ability to take responsibility commensurate with their age. The first year will not function so smoothly as the second, nor the second as smoothly as the third, but the schools which persevere in their struggle for democracy are so richly rewarded that the time and effort put into the initial stages are amply repaid.

The greatest single weakness of the American school system can only be corrected by some such action. We must develop more and better leaders. A school, a state or a world cannot long function successfully without clear-thinking, decisive men. Training in democracy must begin in the home and the school.

I May Be Right— I May Be Wrong

WILLIAM C. McGINNIS
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Classroom Miniature Democracies

Recently a nationally known educator, in a good article, stated some of the things he would do if he were a high school teacher in 1947. One of his statements reads:

"I would make my class a miniature democracy to give boys and girls practical experience in solving problems the democratic way. I would use forums, panels, and other devices to promote thinking and commodity exchanges. It was democracy."

Certainly in the Social Studies classes the above procedure could be used to good advantage and should be. In many situations it could be used profitably in other classes.

The statement quoted above about "a miniature democracy to give boys and girls practical experience in solving problems the democratic way" does not define either "democracy" or "the democratic way." At various times I have observed the operation of classroom democracies. I have never observed one in which it appeared that the organizing teacher had a clear, understanding of how American democracy function. Usually the classroom miniature democracy is supposed to be patterned after the New England town meeting.

It is a common mistake to proceed on the assumption that all the problems of a town have to be solved by direct vote of the voters in town meeting assembled. In a great majority of cases a town meeting merely sets up the framework under which the town problems are solved and its work performed by the town officials who are elected at town meetings for the purpose of carrying on the business of the town.

The usual classroom miniature democracy way is to debate the issues, then decide them by a majority of all the voters. Many of the problems of a town are settled that way—the question of whether to build a new school; the amount of money to be raised for other town purposes including the maintenance of roads, etc.—But school houses are built by the elected or appointed officials. The problems of road and bridge construction are taken care of by elected officials, not by direct vote. In other words, a great part of the town's business is carried on by officers who act as the representatives of the voters. Town government under the New England town meeting is to a large extent representative government. The democratic way is not the functioning of a pure democracy in which everybody participates directly in solving problems of government. In fact, government in this Republic is largely representative although many problems are solved by direct vote of the people. It is important that in classroom minia-

ture democracies the "democratic way" of settling questions by direct vote shall not be emphasized to such an extent that it will result in a clouded picture of what democratic procedure in government is.

Classroom forums and panel discussions are good teaching procedures. A well thought through plan for using the miniature democracy organization can be of educational value in teaching principles of democracy. Boys and girls get through high school at 17 or 18 years of age. Most of them do not go to college. Their formal education for assuming the responsibilities and understanding of citizenship must be obtained in high school.

The Answer Swappers

SESSION FOUR

Atomic Energy in Classroom and Community

In January of 1947 when the question of control of atomic energy was finding considerable space on front pages of daily newspapers throughout the United States, the Highland Park School System became aware of its lack of information on the subject both for classroom and community educational purposes. A request was sent out by the superintendent's administrative assistant for teachers who would volunteer to serve on a committee to investigate the educational possibilities of the atomic energy subject.

When the committee took on its final form, it was composed of nine teachers from departments of science, Engish, social studies, vocational education, and music. Realizing the important role the schools of Highland Park could play in developing in pupils, parents, and the community an acute sensitivity to the problems atomic energy had created for the world, the committee members launched into a series of afternoon and evening meetings to consider the educational procedure for presenting such problems.

Four areas of interest concerning atomic energy were identified as (1) history and development, (2) military use, (3) problems of control, and (4) peacetime possibilities. A short written statement by committee members was prepared on each area in order to state the problems and present relevant data. As examples of the advantage to the committee of representation from various departments, the science teachers directed their efforts primarily towards development of technical and scientific data; the social studies teachers reviewed problems of controlling atomic energy; English teachers corrected copy; etc.

Teaching aids such as charts, pamphlets, recordings, films, and slide-films were reviwed to determine applicability to Highland Park's educational picture. When a teaching aid seemed suitable it was listed, described, and procured for eventual use.

Finally, all of the material was organized and a handbook was prepared for use in the Highland Park schools. The handbook was devised as an instrument which might be helpful to teachers in taking whatever steps they deemed appropriate for the maturity level of their pupils. Aiming at optimum utility, the contents of the handbook were placed in the following sequence.

Films, Slide films, Recordings, etc. (description of each); Military Use; History and Development; Problems of Control; Peacetime Possibilities; Glossary; Appendix: A. Grade Pupils Reactions to Film "Atomic Power;" B. Unit of Study for Eleventh and Twelfth Grade Social Studies Classes Prepared by Highland Park Youth Council on Atomic Crisis, C. What Can You Do?

To introduce the committee's work, a program was presented to a system-wide meeting which included the pre-school, elementary high school, and junior college faculties. Each teacher received a copy of the handbook. A color film of the Bikini experiments was used to initiate the program after which the contents of the handbook were reviewed. Two slide-films with accompanying recordings were then presented which treated possibilities of atomic energy control. As a final part of the program, a high school senior, the president of the Highland Park Youth Council on the Atomic Crisis, explained the activities of that student group in which sociological and political problems of atomic energy control were the group's primary interests.

The same program, approximately, has been carried to the community of Highland Park. Adult groups such as parent-teacher associations, Y. M. C. A. groups, a student-nursing group at the local hospital, and other community groups have expressed marked interest in the Committee's work.

One of the interesting pieces of classroom work developed, was a program in which students of the ninth and tenth grades gave a discussion of "The Prospects for Peace in the Atomic Age." They collected and organized informa-

tion from periodicals, defined their opinions, and then fortified these respective positions with new material.

In its final form the topics were taken up in this order:

1. A review of John Hersey's "Hiroshima."
2. Summary of the statements of several authorities, military and scientific, on the destructive potentialities of atomic energy.
3. Summary of statements of several authorities on the atom's promise for improved life.
4. A summary of the Lillienthal Report.
5. A presentation of the differences and points of agreement between Russia and the United States on the use of atomic power.
6. An outline of the Baruch Report.
7. A summary of the United States' Senate's procedure to date on the question of the Atomic Energy Commission.

A review of the results at this time, almost a year from the project's beginning, raises several questions. Have the results justified the efforts? Have teachers, pupils, parents, and the community profited? Should the project be continued, and if so, what is the best follow-up procedure?

From the first, the committee did not feel that the primary objective was to make atomic energy experts out of those it contacted. The aim was to sensitize the schools and community to the problems produced by man's knowledge of atomic energy.

Certainly, the study of atomic energy problems in the schools and the program, which went out to the community, have obtained that objective to a large degree. Here, also, was a service to the community which afforded excellent public relations and favorable publicity for the school.

Although the committee has been dissolved since the presentation of its work to the faculty, atomic energy education has continued in the schools and the community. Teachers have utilized the handbook and visual aids at all levels in the school system and adult groups continue to send in requests for the community program.

DAVID A. HILTON.
Highland Park (Michigan) Junior College.
MARY JEFFRIES.
Highland Park High School.

Teachers Without Classes

The speech program at Wisconsin High School is unusual in that it achieves a balance between formal and informal work as well as a balance between instruction and evaluation. In brief, the plan provides, in sequence, class instruction for one semester of the seventh grade, follow-up evaluation and individual help for two semesters in the eighth grade, class instruction for one semester in the ninth grade, and follow-up for at least one semester in the ninth or tenth grade.

The "follow-up" means that a speech teacher follows the pupils to classes other than speech. Her observations of the pupils in other classes are systematized and recorded by code. Appraisals made by the follow-up teacher are given to the pupils at frequent intervals. If a pupil lapses into bad speech habits or lacks in communication facility to the point that the appraisal reports do not bring improvement, the pupil is given individual remedial assistance.

Administratively, the speech program has required some adjustments in traditional patterns of describing teacher load and of justifying budget requests. The answer must be found now in service to the pupils rather than in the quantitative subject-class-hour assignments. It is much more difficult to define and defend service on a qualitative basis. At the present time, Wisconsin High School seeks to determine the value of the service of "teachers without classes." If the improvement of pupils is marked, the justification for the employment and assignment of staff to service rather than class function will be established.

GLEN G. EYE.
Principal,
Wisconsin High School,
Madison.

Financing the Activities

In order to establish a financial system which would guarantee a fairly regular income, Albuquerque High School created the Co-op Club. At the time of establishment, 1933, money was hard to raise. Each "pay" activity had to rustle business for itself, often in direct competition with another worthy school function. Each event brought forth a strong campaign of ticket selling. The school newspaper went out for a big subscription-selling drive. The annual did the same, and so it went. In an effort to solve the problem, faculty sponsors of each "pay" activity met together at a luncheon provided by the Home Ec Department. Fourteen sponsors attended the meeting. A plan was offered which was aimed at consolidation of the many drives. In order to assure success of an activity earning small revenue, as well as one with larger income, it was suggested that the entire income which accrued from all sources should be placed in a single pool. Furthermore, a sort of slogan was adopted:— "Everything must pay for everything." A club was organized, and was baptized: "The Co-op Club." Membership dues were set at 10c per week for 16 weeks per semester.

Membership in the Co-op Club guarantees all paid-up members free access to any "pay-event." The fee is 15c per week. Should a student's dues lapse, he is ineligible to receive the club's benefits until he is paid-up to date. If a student wishes to pay in advance for a semester's privilege he can

do so at a slight discount. If a student remains in good standing throughout two semesters, he receives a copy of the school annual during the last week of school for his loyalty.

In order to prepare an adequate budget for each activity sharing in the plan, a ten year survey was made to determine the amount spent during that period by each. An annual estimate of the needs was easily obtained. Furthermore, it is remarkable to observe how closely the budget of 1947-48 resembles that of 1933.

The Co-op Club has become an indispensable part of Albuquerque High's administration program. Campaigns and drives have vanished. All members of the faculty help in distributing the Co-op tickets to students. The office simply announces the date of the opening of Co-op sales. From that time on, little further advertising is required. The income provided assures adequate funds for all agencies.

GLEN O. REAM.

Principal,
High School,
Albuquerque, New Mexico.

Movies for Escape

GEORGE K. MORLAN

SOME people take to drink, others to strong sexual stimulation, others to daydreaming to drown their sorrows, but practically everyone uses the movies at times to escape from unpleasant reality.

The escape, the brief mental vacation, the getting away for a moment so one can return refreshed to do those things that need to be done is healthful. The main criticism of too many escapist pictures is that the luxury they overwhelm us with may keep multitudes in a continual state of envy and dissatisfaction. Perhaps an even more severe objection to the typical Hollywood escape entertainment is that it offers too little entertainment to provide escape.

THIS TIME FOR KEEPS is a film designed for the tired business man, the fatigued teacher, and poor, over-worked students who need some relaxation. Most people select such a movie with the expectation of having some light entertainment.

It is true that for many educators, watching a water ballet is probably more invigorating and more salutary than watching a beautiful ballet on the stage. Few of us pedagogues who now perform in front of our educational mass meetings could imagine sailing artiscally through the air as ballerinos seem to do, but probably the most prosaic teachers respond with empathy to swimmers moving rhythmically in blue water. Most of us can swim a few feeble strokes, and we get the feel of swimming when we see a picture such as THIS TIME FOR KEEPS.

There are a few spectacular swimming scenes, but the story is so dull that the visual enjoyment is stifled under a colossal amount of hackneyed Hollywoodisms. The theme of parental domination is an important one, but it is so unconvincing that no domestic tyrant is likely to be helped by seeing this epic. Effect on mental health—grade of D. Passing without credit.

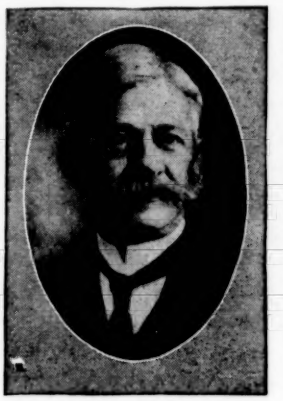
LOVE ON A WEEKEND is another offer to get away from it all (if you still have the admission price), but the only worthwhile escapes you can get with this picture are the exits in the theater. There are several moments of relaxing farce, but only a few. A boy and a girl with fifteen cents together are out to make a financial killing by pretending to be rich. This phony plot is put together with all the trite Hollywood manner until it nauseates. It affords no insight and little entertainment. Avoid. Rates an F minus.

It is conceivable that THE AFFAIRS OF BEL AMI may have a healthful effect on several individuals. No moving picture can have the same effect on the mental health of all people. The worst film, including this one, can have a salutary effect on a few, and it is possible that this opus may have a good influence on some who are finding their wives or husbands boring. The story ought to remind them of the common fact that those philanderers who seem so much more glamorous than their own harried partners may be cruel and contemptible.

However, the disreputable love affairs of the male tramp in THE AFFAIRS OF BEL AMI are depressing "entertainment." Since this spiritual garbage has the odor of a decomposing plant, probably few people will be hurt by it. Some can be helped, but don't go to escape from your day to day troubles. There isn't any lift for morale in this intellectual decomposition. Avoid.

An escapist movie that really fulfills its legitimate function of diverting fun is THE ROAD TO RIO. The silly plot is kept silly to the end so that the audience enjoys it. There is also the delightful and emotionally healthful portrayal of man who isn't afraid to say he is afraid. When called a dirty coward, he insists he is a clean coward. The admission, even in fun, is salutary. There is nothing more cleansing for our emotional skeleton closets with their hidden cowardice and shame than recognizing them for what they are at times, i. e. accepting ourselves as we are. Bluffing too often doesn't get rid of the original fear and adds the additional fear that our bluffing will be found out.

If you need to get away from difficulties and trying problems for a short time, here is a movie the doctor can prescribe. For horseplay, rates an A.



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ACROSS THE OFFICE DESK

PASSIVE RESISTANCE

JAMES N. EMERY
Principal, James C. Potter School
Pawtucket, Rhode Island

NOW and then I become annoyed, disgusted or even impotently angry (because there is so little that I can do about it) with a type of teacher whom for want of a better designation I shall call the passive-resistance species. She is prevalent in all school systems, particularly in the larger cities, and she represents a substantial section of the older teaching force.

Miss ———— has been teaching a third grade for the last twenty years, most of it in my building. She obtained her teacher's certificate back in 1926. She is in her forties, her hair, once blonde, beginning to show a few scant traces of gray, her figure just beginning to take on a little of the heaviness that comes with middle life.

It is not with these items that I am concerned, however. The passing of the years does things to all of us, and we march on, like everything else, to a useful maturity. Miss ————has stood perfectly still during that time in the figurative sense. She has stagnated, at least professionally, if not personally. She has taught that third grade for twenty years, and the prospects are that barring death, accident or a wholesale shakeup in the school system, she will continue to teach that same third grade for twenty years more.

Now it must not be implied that Miss———— is not a fairly good teacher, at least by some criteria. Her pupils, at the end of the year, have a fairly clear conception of 12 times 12, and the fundamental processes in arithmetic. They have gone through the required number of reading texts, their penmanship averages up well enough with the other classrooms of their grade, they can spell correctly at least a passing percentage of the word-lists given them. Maybe in the way of concrete results that's all that should be expected of any teacher.

When Miss ———— started in teaching, the requirements to enter the system did not include the posession of a bachelor's degree— a 2½-year course at normal school was the customary requirement at that time. Miss ———— has remained at that level ever since. She has made no effort to keep abreast of modern trends in education, or even to find out what they are all about.

During that time she has taken no courses, extension or summer. She does not subscribe to any professional magazines, does not even read those which more wideawake teachers are willing to lend her. Her professional library is nil. She teaches methodically and lifelessly the prescribed content of the textbooks furnished her. Now and then the textbook is changed as a result of curriculum revisions. In such cases she has difficulty in adjusting herself to the new texts and any departure from the customary routine.

Her classroom is cheerless and bare. There is no bulletin-board for the exchange of visual information, no display of children's work as an incentive, no pictures on the walls, no borders on the blackboard, no plants on the win-

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dow-ledge, nothing to relieve the day-to-day monotony. She doesn't want to bother with such things. If I give her mimeographed seat-work, outline drawings which the youngsters love to color, most of the time I find those sheets lying around unused on her table, yellowing and gathering dust, waiting, I suppose, until a convenient opportunity occurs to make use of them.

If I take the class to the auditorium for a filmslide or motion picture lesson, at the close she comments a word of appreciation in a disinterested manner, but never is she sufficiently interested, so far as my observations show, to follow up the lessons with questions, discussion or quizzes. And she never would have the initiative to take her class down to the auditorium with the projector and one of those foolproof strips with explanations and comments an integral part of the film, that requires no mental effort more than the mechanical running of the projector. Again, she can't be bothered, or just isn't interested.

Much of her classroom work is carried on by written lessons, during which she sits at her desk, busying herself with her own affairs, perhaps totalling up her register, perhaps with less justifiable employment. For more than once I have caught her buried behind the morning paper, while the class listlessly works out unhelped a series of arithmetic problems from Number One to Number 15 on Page 47 of the textbook.

Her one concession to departure from routine is dragging out from her supply-closet a cut-out figure of Santa Claus and hanging it on the classroom door during Christmas week. Santa is durable—he has made his annual appearance there to my personal knowledge for eleven years.

Miss ———— puts in her expected five and one-half hours per day in the classroom, a routine chore with her. Her state certificate is renewed as a matter of routine at five-year intervals As far as any attempt at professional improvement goes, or arousing interest in her pupils, the score registers a perfect zero.

Perhaps some of Miss—'s apathy is my fault as a supervisor. I hope not. Heaven is my witness that during this 20-year period I have tried suggestions, pointed hints, coaxing, even veiled threats for her to shake herself out of this lethargy. She receives all these suggestions with polite courtesy, without argument, defense, excuse or anything but an unshakable inertia or passive resistance. As for acting upon any of them—that isn't in her philosophy.

Maybe what Miss — needs most of all is a substantial charge of dynamite that will forcibly blow her out of her indifference to anything but her routine duties from 8:45 to 3:30 and the resultant "Pay to the order of . . . . . ."

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Teach the Title, Too

JOHN H. TREANOR
Master, Francis Parkman School
Jamaica Plain, Massachusetts

The title of a story posesses a number of interesting ramifications. And if these are understood and separated into small teachable units, the title will be seen to contribute no small part to the final success of story-telling. Narration is a profound study; yet even in the elementary school, very definite accomplishments are not beyond the capabilities of boys and girls. The study and use of the title contribute most decidedly to good story-telling.

The following observations, therefore, may identify the several purposes and suggest methods of teaching this important aspect of oral composition.

In the first place, a title should arouse curiosity. It is like a signpost or an advertisement; it is a hint or a clue of hidden action. It should make us eager to hear the story. A title like *The Revolt of the Oyster*, for example, is much more exciting than *My Vacation*. *The Dagger with Wings* stirs our interest quicker than *The Picnic*. *Grandma Goes Fishing* is certainly better than *An Accident*. Sometimes we read books just because the title has aroused our curiosity. Often we attend a particular movie because the title has attracted us. For a title is like the bait on the fish-hook: it makes us open our mouths to swallow the whole story.

Titles like the following arouse curiosity:

The Runaway River
The Elephant and the Bee
The Man with Two Beards
The Purple Wig
A Dove in an Eagle's Nest
The Ivory Door

Secondly, a title should be the key to the story. A title like *The Sealed Door* arouses our curiosity. But it does more; it fits the story exactly. When we have heard the whole story, we understand completely how the title fits what has been told. *The Hammer of God* does much more than provoke our interest, as we dis over when we know the story. *The Revolt of Mother* has a particular significance. *The Gold Bug* means more than is at first apparent.

The title, then, should be a key; having, in reality, two meanings; a plain, every-day, literal meaning; and another, deeper, temporarily obscure, and richly significant. It is the mark of a clever story-teller to invent a title that contains the key to his story.

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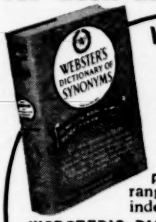

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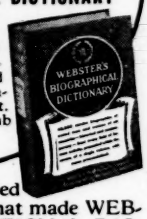

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Titles like the following are keys:

The Haunted Bookshop
The Light that Failed
The Man Without a Country
Shadows on the Rock
The Gift of the Magi

Thirdly, a title should fit only one story. It should be "narrow", in the senses of being contracted to only one story. *The Cradle of the Deep* is a narrow title; *A Fishing Trip* is too broad. *The Crock of Gold* fits but one story; *The Treasure* would suffice for a hundred. Similarly *The Mousetrap* is better than *A Mystery*; *The Golden Salmon* better than *At Camp.*

Pupils generally use titles that do not fit the story. Hence such examples as *My Vacation, An Accident, My Birthday.* Besides being poor titles, they illustrate the kind of muddled thinking in which boys and girls so often indulge. Teachers, therefore, by demanding titles that fit the story, perform a double service: the work in composition is better and pupils receive valuable practice in precise thinking.

These titles fit the story:

The Silver Horseshoe
The Sealed Door
Three Thimbles and Me
A Beggar on Horseback
The Bottle Imp
One! Two! Six!

Fourth and last, a title should not give the story away. Frequently, pupils use titles like these: *Saved in Time; Rescued; Our Winning Touchdown; Finding My Watch.* These titles spoil the story. They give it away. Everyone knows exactly how the story is coming out.

Teachers can easily demonstrate how a title gives away the story. Let a pupil, who announces his title as *Saved by Rover,* narrate his story up to, but not including the point. Then interrupt the speaker and call upon other pupils. These will have no difficulty in completing the story, to the discomfort of the story-teller. After a few examples of this kind, teachers will find that pupils are quite intolerant of titles so careless as to give the story away. For they know that any suspense or mystery has been killed at the beginning.

Too often a casual label, the title can contribute to clear thinking, to enthusiasm for oral composition, and to knowledge thoroughly understood and intelligently used. For titles, like parts of speech, have objective standards. Since they appear first in the elementary school, titles, therefore, should be taught with precision, and at the hands of the pupils, used with intelligence.

A LETTER FROM SCOTLAND

School-Keeping Under Difficulties

HOW does one apologize for a letter being a whole year late? I guess one just doesn't—but the sackcloth and ashes have been on my head these many moons.

We wanted to have something gay and hopeful to tell you. "Thanks for your good wishes and we have made our Big Move successfully"—that was what I was planning to say, as we rumbled over the cold, grey December roads with three big furniture vans and the old car packed with two boys, two cats, one young schoolmaster, our two selves and all the odds and ends that wouldn't go into the vans. You have doubtless Moved, so you know how it is.

(Oh dear—you've probably forgotten about us—those two people who started a little school in Scotland and scrabbled along through the war years until we had a chance of growing into a bigger school and went house-hunting till we found the loveliest house in Scotland to do it in. And wrote and told you about us, and you mentioned us in that November '46 "As We Go to Press." Yes, that was us.)

You see, we thought about that as we joggled over the hundred-and-seven miles between the old very-small school and the new one where we would have room to grow. The landlords were a London Syndicate and they were charging us a pretty huge rent, but the place was lovely and they had promised to get it in shape for us. You see, the Army had been in it for five years during the war and there were things to be fixed, broken windows and some chunks of ceiling down and the broken pipes in the central heating plant to be repaired and the place given a thorough clean-up and made water-tight in the places where it dripped when there was rain. That would be all fixed up, we thought, and we could write and tell you that we were ready to go full steam ahead.

Well, we arrived. And there was no heat, no light, no water turned on. The new kitchen range had not been put in and there was only a tiny military stove for all cooking. The damp rolled down several inside walls and "plunked" dismally from a broken glass dome on to the middle of the front stairs. We had six moving-men and the rest of us to feed and put up for three days and nights while the unloading went on. And it began to be cold weather. It got done, but . . . !

In the months since then we have been coping with these things one at a time. After four months we got the telephone in. It took us only a month to get the lights connected. But the plumbing and central heating and repairs to glass, etc. took months and months and it was like pulling teeth to achieve them. The plasterers arrived only at the end of this past September, just as the Autumn term was starting, and we had to carry on classes in the middle of scaffoldings and plaster dust which got tracked through the whole house. Then the electricians came to re-wire us—the first job had been temporary—and they uprooted floors and took panels out of walls and traced wires in the most impossible places. During the first months when parents came down to see the school they usually took in the maimed ceilings and broken windows with one sweeping glance and decided to "come back later"—and then didn't of course. The ones that came when the plasterers were in our midst also, most of them, departed, sniffing things about the School Not Being Fit for Any Child's Occupation. The thing about *that* was that it WAS. I mean, scholastically. Education doesn't mean just carpets and plush and curtains and things—anyhow, it oughtn't to. And the children who came through from the other school with us (a dozen of them) were thrilled and delighted with everything and shared our point of view, that the more we were bothered with workmen underfoot, the sooner we'd be shipshape.

And, in spite of it all—in spite of the hard labor of getting the place clean and then doing every kind of mending and painting and distempering job that we could do the frustration of wrestling with with our own hands—in spite of all the frustrations of wrestling with our Owners over every single thing that they were (after all) bound by the lease to do eventually, and the delays incident to the present state of this country, getting "Permits" for this, that and t'other in the way of needed materials, and the filling in of innumerable "Forms"—STILL we're glad we came. It *is* the loveliest house in Scotland. And in the late spring and early summer it is the loveliest place in

the world. I have never seen such flowers, even in the tropics—such an avenue of azaleas, flaming from palest yellow to the deepest orange—gold, or such masses of rhododendrons, literally hundreds and hundreds of bushes that gushed with blossom—white and creamy, pale pink and scarlet and purple. And then came the roses and they were incredible. But before that came the Winter you read about, doubtless, and we lived in a welter of bursted pipes.

So—it has been a Tough Year. We worked, my husband and I, at practically everything. The kitchen range was not put in for four months, and any cook would have looked at the Thing we cooked on and just walked straight out. So I was cook. And although one needed to be an acrobat to cook for twenty-odd people on the Thing—it was done somehow and all the children put on weight! All the time, I meant to write to you, but there never were enough hours in our days.

But now—now we have a magnificent kitchen range and we have a cook. And we have twenty-two children and lots of enquiries coming in from all over the place—India and Nigeria and Malaya and Czechoslovakia (we already have two pupils from Czechoslovakia). We've had some most interested and friendly enquiries from America. But they are all afraid that there isn't enough to eat here. Honestly, there is. You see, even through the war years, Scotland was better fed than England, and on top of that, the country is always better off than the cities. So, although we can't get all the "frills"—things like black olives and pineapples and green peppers and rice (rice is the biggest thing we miss)—we really do have plenty of all the essential things. And the Government allows all schools, even independent ones, a free milk ration, extra, for the children. And we live almost next door to a marvellous dairy farm. And now the house is all ship-shape and the walls no longer exude damp and we no longer have to keep a bucket under that glass dome over the front stairs. So we are all right.

And now will you try to forgive us for not having said that Thank You before? We have been thinking of it for months. Just keep on wishing us luck.

Sincerely,
CHRISTINE H. STURGEON
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Just because I have spoken thus categorically, I will have to look around for some reasons. True, new type tests have advantages: (1) they are easy to give; (2) they are easy to score; (3) they permit the teacher to cover a wide range of subject matter; and (4) students prefer them to the essay tests, which is wholly natural. At the same time though, these tests have some noticeable disadvantages: (1) they encourage guessing; (2) they give no practice in organizing ideas and (3) they give no practice in the use of English, in writing, in spelling, or in logical thinking.

We cannot accomplish much by conducting our class rooms or our lives upon a guessing or a superficial basis. There is a right and a wrong; all of us should understand the importance of knowing the right, of understanding why it is right, and of acting in the light of it.

This is a true story: not long ago, a student took a true-false test. He flipped a coin for each answer—heads, true; tails, false—and made 70. The median for the class was 80. Hence, this student made a good grade by using the coin instead of his head. Too many people are flipping their way through school—and life, too. We've got to teach people to get down to brass tacks; we've got to help them become alert, definite, precise, and exact unless, through some peculiar quirk, these attributes be re-cast into mere foibles.

The essay type tests at once the student's mastery of subject matter, his ability to organize ideas, his power to evaluate, his ability to express himself in good English, his writing, and his spelling. It may be argued that one guesses in the essay type test, too. We will grant that; guessing cannot be avoided entirely, but if one does guess, he usually will write more than if he knows the answer. Thereby, the student still will receive practice in organizing, thinking, spelling, and composing. He may rise to his greatest oratorical heights when in error. Hence, all is not lost even though the grade on content may be zero! This is important: if the grade be zero, make it zero.

Testing is necessary; some of the new type tests are of minor value; the essay test, if properly constructed and carefully graded, and perhaps supplemented by the completion test, is the most effective means of measuring we have. You may not agree with this; and perhaps you are right, but at least let us reopen the question and study it some more. Shall we close this way: which is more important, the mere "yes" or "no" knowledge of a fact, or specific understandings which make it possible to interpret and to elaborate upon that fact? Which type of test tests these understandings?

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BURNING issue of 1932 was Japan's aggression in Manchuria. Sixteen years later, Manchuria is again Chinese. WORLD NEIGHBORS TODAY, a geography text-workbook for Grade 6, is replete with information on the world of 1948.

LEAVE it to the ladies to do the really important things. Not only do they make 85% of all retail purchases, but also they contribute babies to the nation at the rate of more than five per minute.

88.8% of all middle-class American urban homes have a Bible. Undoubtedly, a large percentage of those Bibles were published by WINSTON, one of the largest book and Bible houses in the world.

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The News Digest
OF EDUCATION IN ACTION

9 Southern Governors O.K. Regional Colleges

WAKULLA SPRINGS, FLA.,— Southern Governors have signed a nine- state compact calling for the joint financing and operation of South-wide colleges to offer top-rate training in specialized and professional fields which no one state could afford on its own.

The regional education plan, calling for both white and Negro schools, won't become effective, however, until it is ratified by at least six state Legislatures and is approved by Congress.

The compact provides for the participating states to contribute tax monies in proportion to their populations to a common pool for the regional schools.

The pact was signed by the governors of Georgia, Texas, Florida, Mississippi, Maryland, Tennessee and South Carolina. The governors of Louisiana, Kentucky, North Carolina, Oklahoma, Virginia and West Virginia were not present.

U. of Pa. Announces Schoolmen's Week

PHILADELPHIA—The thirty-fifth annual Schoolmen's Week meeting will be held April 13 to 17, in cooperation with the Southeastern Convention District, Pennsylvania State Education Association, Philadelphia Teachers Association, Drexel Institute and more than 25 school districts of the area. Copies of the program may be secured by addressing Theodore L. Reller, School of Education, University of Pennsylvania, Philadelphia 4.

Colorado Survey Cites Rural Needs

DENVER, COLO.—A comprehensive program for the improvement of rural education, calling for equal opportunities for all children and Federal aid to schools, has been proposed by the Colorado Association of School Boards. After an extensive survey of rural schools, the Association listed the following recommendations: Consolidation of school districts, a revised curriculum designed for effective living, a more equitable distribution of state funds, higher standards for teachers, salary increases and provisions for "personal factors", including adequate housing, retirement and tenure arrangements.

Billions Asked For Aid To Public Colleges

WASHINGTON,—President Truman's Commission on Higher Education, overriding a protest of Catholic members, recommended $1,875,000,000 in federal aid to publicly supported colleges.

This five-year outlay, to help with operating costs and building, was suggested as the start of a program to double college enrollment by 1960. It would be in addition to federal scholarships at public and private schools costing the Treasury another $780,000,000.

The funds would be used to help states and communities expand school facilities and partly offset the higher cost of making the freshman and sophomore years tuition-free for all students, which was recommended previously by the commission. Above those grades, the commission urged, tuition costs should be cut sharply.

The report counted also on state aid totaling $1,000,000 by 1960.

The Catholic members objecting to the exclusion of private schools from funds, signed a vigorous dissent. It went to Mr. Truman along with the majority report.

Msgr. Frederick G. Hochwalt, higher education director of the National Catholic Welfare Conference, and Martin R. P. McGuire, dean of the graduate school at Catholic University, Washington, said the exclusion has "dangerous implications."

Ultra Violet Rays Fight School Colds

PEORIA, ILL.,—A Peoria grammar school is fighting common colds with ultra violet rays.

John Dunlop, principal of Loucks School, said the rays work. They're supposed to eliminate germs from the air.

Dunlop installed several ray lamps in the first grade room. He said tests showed the lamps cut absenteeism due to colds by at least 25 per cent.

Sweet Briar Seniors Prefer Teaching

SWEET BRIAR, VA.—Teaching as a post-college occupation has a larger following than any other field among Sweet Briar College seniors, with government service and newspaper work tied for second place. Newspaper work, either in advertising or reporting, or some type of publishing work appeals to the largest number of students in the three lower classes, according to the recent job-interest survey conducted in all four classes of the college.

Arkansas University Invites Negroes

FAYETTEVILLE, ARK.,—Arkansas skipped a step ahead of neighboring Oklahoma with the announcement that the University of Arkansas will admit Negroes for graduate work not available at the state's college for Negroes. But the break with Southern tradition is not so wide as it looks. Arkansas U. will open its doors to Negroes but will not admit them to all-white classrooms. Instruction will be given in separate rooms by members of the regular faculty. Silas Hunt of Texarkana was the first Negro to enroll as a graduate student in the law school.

Starting Salaries Up For Tech Graduates

MINNEAPOLIS,—Starting salaries for college graduates have approximately doubled since 1939, and are generally $10 to $25 above last year, according to a 12-year review of employment trends by Northwestern National Life Insurance company. Salaries offered 1947-1948 mid-year graduates ranged form $200 to $235 per month for business administration and non-technical graduates, compared with $95 to $110 before the war, and for enginering graduates the range was from $240 to $275, compared with a median of $135 to $150 in 1939.

Demand for 1947-8 winter graduates so far is equal to or above that of a year ago, with a sharp increase in calls for sales personnel, and continued heavy demand for engineers and accountants, the survey finds. Of 34 major universities and technical schools making preliminary reports, 18 find employment calls more numerous than for the corresponding period a year ago, one reports demand down slightly, the remainder find it about the same. Corporation scouts, already interested in June, 1948 graduating classes, have begun spring visits. At the same time, employers are raising their standards and are now no longer eager to take on any one with just a passing grade. Some placement officials state that it now takes a little more work to line up satisfactory jobs for the lower two thirds of the class, while the upper third have several jobs to choose from. Most schools again expect all available graduates to be placed with little or no delay.

Some placement officials feel that the supply of engineering graduates is about to catch up with demand, with a number of schools graduating their first full-sized engineering classes since before the war. Nearly all feel that the general demand for college trained personnel will continue strong throughout 1948.

Ancient Alphabet Found in Egypt

CAIRO,—Wendell Phillips, leader of a University of California African expedition, said his group had unearthed important evidence relating to the origins of the Semetic and European alphabets. He said the expedition's archaelogist had deciphered for the first time inscriptions found in the ancient Egyptian turqoise mines near biblical Mt. Sinai, on the Sinai peninsula.

The archaeologist, Prof. W. F. Albright of Johns Hopkins University, believes the inscriptions represent an early ancestor of the Hebrew, Arabic, Greek and Latin alphabets, Phillips said. The inscriptions, he added, indicate an alphabet of 28 consonants and no vowels.

The language, Phillips said, was that of Canaan before the Israelite conquest under Joshua.

Adams to Head New Hampshire U.

DURHAM, N. H.,—Dr. Arthur S. Adams, provost of Cornell University, has been elected president of the University of New Hampshire. He will take office next summer, succeeding Dr. Harold W. Stoke, who left New Hampshire to become president of Louisiana State University. Dr. Adams is a graduate of Annapolis with advanced degrees from California University and the Colorado School of Mines. He went to Cornell in 1940 and was called to active duty by the Navy in 1941. While serving as general administrator of the Navy's training program he was elected provost of Cornell in 1944, and resumed his duties in Jan., 1946.

Urged Removal of Married Teacher Ban

BOSTON—The law banning married teachers from the Boston public schools is outmoded and should be written off the books along with some of the other Blue laws, Rep. Louis K. Nathanson (D., Boston) told the committee on education at a State House hearing recently.

Shelia W. Findly, representing the parents federation of Greater Boston, sponsoring the petition favoring married teachers in Boston, declared the teacher shortage in the elementary grades was serious, that few recruits were coming out of the teachers college and that the promising woman who desires both marriage and a career shuns the teaching profession.

The Boston School Committee, at their next meeting, voted against removal of the ban.

Palmetto State Proud Of College Record

COLUMBIA, S. C.,—The State of South Carolina ranks first in the nation in the percentage of adult whites who have completed at least four years of college, according to statistics compiled by the Research, Planning and Development Board of South Carolina.

Robert M. Cooper, director of the Board, said that the census figures showed that South Carolina had 523,457 white persons 25 years of age or older and that 36,395 of these had completed at least four years of college, giving the State a record of 7 per cent. The State of Arizona also has a record of 7 per cent.

The Federal figures show also that the national average is 4.9 per cent.

Rutgers Offers 'History of Women'

NEW BRUNSWICK N. J. Women from the ancient world to modern times is the subject of a course offered for the first time at New Jersey College for Women, Rutgers University, this semester.

Called "The History of Women," the course will analyze the position of women in various civilizations from the time of the early Egyptians and Babylonians to the present.

Dr. Ida Bobula, who will teach the new course, has been a prominent leader in the fight for woman suffrage and was instrumental in eliminating sex inequalities in the Hungarian election laws.

Kentucky Grade Schools Reported on Decline

Education on the elementary school level in Kentucky is growing worse, the Kentucky Committee on Elementary Education asserts in a report released by the University of Kentucky's Bureau of School Service. Although the condition of secondary education has improved considerably as a result of increased public interest, the state's elementary schools are found to be in serious straits.

The chances that a 6-year-old child will be graduated from high school are only about one in six, the report

discloses, and on the average not more than half of the first-grade pupils complete the eighth grade. Tending to make matters worse are the rising number of "emergency" elementary teachers and the declining number of prospective teachers planning to enter this field.

University of Delaware Lifts Negro Ban

NEWARK, DEL.,—The University of Delaware has lifted its ban on admission of Negroes. Pres. William S. Carlson said it was "the first such action taken by a southern university."

Dr. Carlson explained that any Negro resident of the state may enroll in any course of study at the university which is not provided by the Delaware State College for Negroes.

Thus, said Dr. Carlson, Negroes will be eligible for doctorate degrees which Delaware offers in chemistry and chemical engineering.

British Summer Schools Beckon Americans

Seven British institutions of higher learning, including Oxford and the Universities of Leeds and Birmingham, will hold special summer schools for native and foreign students this year. Places for 600 American graduate students and teachers have been reserved and will be alloted under the auspices of the Institute of International Education.

The courses will be of six weeks' duration and will cover a wide range of cultural topics from drama and literature to a historical and sociological survey of contemporary Britain. Although intended primarily for advanced students, a limited number of junior-year and senior-year undergraduate students displaying special interests or academic training may be admitted.

New York Commission Favors State University

ALBANY, N. Y.,—Immediate establishment of a "decentralized" state university system to cost unestimated millions was recommended recently by a commission ending an 18-month study.

The final unanimous report of the 30-member commission said inclusion of a single campus institution might be "advisable." It also called for sweeping court-enforced powers to permit the state education department to eliminate discrimination by existing schools against racial and religious minority groups.

Based on part "of the items in the program," the report estimated increased operating costs to the state at about $50,000,000 annually and capital investments to nearly $200,000,000.

The committee also recommended that the Legislature authorize Governor Dewey to appoint a temporary board of trustees to handle the "initial development of this state university."

Creation of the committee by authority of the Legislature, followed mounting agitation, especially in New York City for a state university.

The commission is headed by Owen D. Young.

Michigan Official A Blessed Peacemaker

HAMTRAMCK, MICH.—When Commissioner Eugene B. Elliott sent his chief fiscal aide, C. L. Taylor, over here to seize the local schools and run them until the wrangling school board should mend its ways and manners, no one suspected how well the clean-up would be liked by the cleanupees. The Hamtramck board not only agreed to draw up new by-laws, giving the superintendent more authority over budgets and appointments, but voted with one accord to offer the visiting deputy a five-year contract as their long-sought superintendent at $12,000 a year. Taylor recovered from the shock with difficulty and agreed to take the matter up with his boss in Lansing. He had a good job there, he said, and it would be tough to leave it. Still, he would consider the proposition and let them know.

Mixed with his consideration would also be the board's reputation for wrangling, playing politics, and shuttling superintendents in and out of office several times a year.

Charles D. Fox of Stubenville, Ohio had received a four to three vote, but when unanimous approval of Fox was called for, the board chairman nominated Taylor, and his fellow members sang in unison for the first time ever. The refrain was, "We want Taylor."

AAAE Conference May 10-12

DES MOINES, IOWA, —"World Understanding—A Community Job" will be the theme of the Twenty Third Annual Meeting of the American Association for Adult Education, to be held here May 10, 11, 12, 1948.

Three Midwestern adult education organizations—The Missouri Valley Association for Adult Education, The Iowa Association for Adult Education, and The Des Moines Council for Adult Education—will act jointly as hosts to the conference.

Mills College Offers Latin-American Workshop

OAKLAND, CALIFORNIA—A workshop for teachers of social sciences and of Spanish and Portuguese will be offered in Casa Panamerican of the Mills College Summer Session, July 3 to August 13. Designed for teachers interested in fitting Latin American material into their school curricula the program offers two or more graduate units of credit.

Tough Test Gets Liberal Marking

NEW YORK,—Parents of New York city high school students have protested that a recent state regent's history exam was too tough for the youngsters. But difficulties posed by the test were taken in consideration, Asst. Supt. of Schools William A. Hamm said. Students were given the benefit of doubt if they gave any sort of reasonable answer.

For instance, Hamm explained, if they were asked to name "two ancient sports" and replied "Anthony and Cleopatra," they got full credit.

Fourth Institute On Current Affairs

WASHINGTON, D. C.—The fourth Summer Institute on the United States in World Affairs will be conducted by the American University in cooperation with the Civic Education Service June 14 through July 23. The Institute will offer six weeks of intensive study with 60 lecture discussion sessions.

Teachers who wish to attend should write as soon as possible to Walter E. Myer, Director, Institute on the United States in World Affairs, 1733 K Street NW, Washington 6.

Teacher Grading Termed Painless

BOSTON—In an effort to help their professors improve their teaching methods, students at the Tufts Engineering School will grade their instructors. The professors will be marked

on their technical knowledge, lecture personality and consideration. According to an announcement from the school the system of grading teachers "is a painless way of helping professors rid themselves of small faults and idiosyncrasies."

Teachers Strike In Minneapolis

MINNEAPOLIS—Minneapolis union school teachers struck recently in a pay dispute and 65,000 pupils began an unscheduled vacation.

The AFL Federation of Teachers called the strike after the school board ordered the school year shortened by four weeks during 1948 to save an estimated $1,000,000. The board said it was $2,000,000 short of the amount needed to run the schools on a normal basis.

Union officials said this shortening would have the effect of cutting their pay by 10 per cent, when "there should be an increase." They countered with demands that minimum salaries be raised from $2000 to $3000 a year and maximums from $4200 to $6000.

Teaching Materials On Atomic Energy

Many schools are talking about the problem of atomic energy, but few have done as much about it as the Highland Park, Michigan, teachers. See page 88 of this issue for a description of their bulletin. For copies, address: Highland Park Public Schools, Highland Park, Michigan. Price, 25 cents.

Dollar Shortage Hits Foreign Students Here

WASHINGTON.—The dollar shortage abroad is worrying 10,000 foreign students attending American schools and may thin their ranks sharply next year, George Hall, Washington administrator for the Institute of International Education, said recently.

Hall told a reporter that some foreign student scholarships already are going begging.

Other educators said the money pinch is so severe that some students have been forced to take part-time jobs—even though they may have forbidden under student visa regulations—or had to make illegal black-market transactions to get here in the first place. Hall said he had no information on this.

Grins Between Grinds

FUTILE

Timothy came home from the neighborhood park with a badly lacerated knee. While his anxious mother rendered first aid by cleaning and bandaging it, she asked: "Timmy, did you cry very much?"

Timmy's blue eyes opened wide with surprise. "Why, Mommie," he said, "I didn't cry at all. You weren't there to cry to."

FAST THINKER

Andy called at the big business house to apply for a job that he had seen advertised.

"But, my dear man," said the manager, "you are much too late! Why I've had over a thousand applications already!"

Andy looked thoughtful.

"Well," he said, after a while, "how about choosing me to classify the applications?"

WHY NOT?

A woman motorist was being examined for a driver's license.

Examiner: "And what is the white line in the middle of the road for?"

Woman: "Bicycles."

PROOF ENOUGH

They were trying an Irishman charged with a petty offense, when the judge asked: "Have you any one in court who will vouch for your good character?"

"Yis, your Honor," was the reply, "there's the sheriff there."

Whereupon the sheriff evinced signs of amazement. "Why, your Honor," he declared, "I don't even know the man."

"Observe, your Honor," said the Irishman triumphantly—"Observe that I've lived in the country for twelve years an' the sheriff doesn't know me! Ain't that a character for ye?"

HEARD ON THE PLAYGROUND

Fifth-Grade Girl: Tommy doesn't like me any more.

Friend: How do you know?

Fifth-Grader: Oh, I can tell. He's throwing more snow at the new girl than at me.

QUITE A DAY

The young husband had just come back from the office.

"What's the matter, darling?" he asked. "You look very flustered."

"Oh, I've had a dreadful day," his wife answered. "First baby cut his first tooth, then he took his first step, and then he fell and knocked out his tooth."

"Well, and then what happened?" asked her husband.

"Oh, darling," she answered in a shocked voice, "he said his first word!"

THE GOOD OLD DAYS

Grandfather: "Nowadays I never see a girl blush. In my day it was different."

Granddaughter: "Why, Grandpa! Whatever did you tell them?"

THE LAST WORD

Two of three girls who had grown up together married, and thereafter they continually annoyed their spinster friend with tactless remarks about her unhappy condition.

She laughed off their comments good-naturedly, until one day they went a bit too far.

"Now tell us truthfully," they twitted her, "have you ever really had a chance to marry?"

With a withering glance, she retorted, "Suppose you ask your two husbands."

BRAVE LAD

The monitors in a large school we know of get quite a workout, especially in the section of the building occupied by the little folk. The first-graders stand somewhat in awe of the big seventh and eight graders who direct traffic in the halls. It took quite a bit of courage for one small lad to walk right up and speak to a monitor the first day. "Please, monster," he said, "can you tell me where the drinking fountain is?"

A POPULAR CHOICE

An editor asked his readers to send in remarks on the subject, "Books that have helped me." One of the replies was: "My Mother's cookbook and my Father's checkbook."

DIRECTORY OF SCHOOL EQUIPMENT AND SERVICES

The Journal of Education is pleased to recommend to its readers the following firms, each specializing in dependable merchandise and services for schools.

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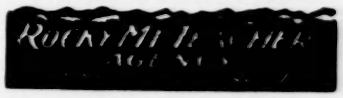

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